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ABSTRACT

Participation in a workshop conducted for media library specialists developed team teaching projects to integrate library/media skills into the subject areas of their school curriculums. Six of the projects were selected for inclusion in this report. A dictionary skills game provides a fun way of learning for fifth graders while reinforcing dictionary skills and teaching the etymology of words. In the second, fairy tales are introduced to children with the aid of the Ginn 360 reading program to improve personal self image. A third integrates library skills instruction with classroom assignments on a junior high school level. Four activities correlated with a fifth grade social studies text in project four focus on biographies, the pronunciation key in a dictionary, and using the encyclopedia and atlas. In the fifth, fourth graders make their own books after watching the film "Ezra Jack Keats" in which he describes his writing and illustrating of a book. A combination of sound slides, film strips, and flash cards develop card catalog skills in the last of these projects. A number of short games and activities are also included for dry periods of instruction. (RAA)

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PEER SIX

SIX PROJECTS SELECTED BY THE PARTICIPANTS IN TEACHING LIBRARY SKILLS, A WORKSHOP JUNE 27-JULY 1, 1977 UNIVERSITY OF NORTHERN IOWA LIBRARY SCIENCE DEPARTMENT

Jointly Sponsored by the
Extension Division, University of Northern Iowa
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Prepared for Publication
by
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With An Introduction
by
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Workshop Instructor

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Mary Jo Bruett

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

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INTRODUCTION

Thirty-five media specialists from various parts of Iowa participated in the Teaching Library Skills Workshop at the University of Northern Iowa, June 27-July 1, 1977, jointly sponsored by the Department of Library Science, University of Northern Iowa, and the Educational Media Section of the State Department of Public Instruction. The thrust of the Workshop was to explore ways of integrating the teaching of library/media skills into the subject areas of the local curriculum. Each Workshop participant developed a project that would be applicable to the curriculum in her school. Library Workshop members selected six projects for distribution. If you find new ideas or plans that you can develop for your teaching, the projects will have served a double purpose.

The search for the magic ingredient that will put "real life" into the school media program continues. That magic ingredient will assure that students are needing to use media skills in their everyday task of completing school assignments. Perhaps, we are searching too far away from home base. Thus, to you, a challenge--Team with teachers in your building. Plan with teachers to integrate performance objectives for media skills into the instructional objectives of each unit of study. Choose the best method of instruction Share your experiences with other teacher and media specialist teams.

Doris Fistler
IMC Coordinator
Grundy Center Community Schools

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DICTIONARY SKILLS GAME

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ROOTS

This exercise will correlate with our fifth grades' study of the dictionary. This will be an on-going activity for about a week under my direction in the IMC, while the teachers are studying this phase of their reading program or it will be used as an enrichment device for the more advanced students.

OBJECTIVES:

1. To teach or reinforce a skill in using the dictionary.

2. To help students become aware of the etymology of words.

3. To provide a fun way of learning.

4. To interest students in use of media center to a greater degree.

PROCEDURE:

With the present day interest in ancestry brought about by Haley's Roots, this exercise and game could spark boys' and girls' interest in the origin of words.

We would briefly discuss their ancestors. They like to do this since they do some tracing of their own ancestry as one project of their study of Iowa history.

From this discussion we would head into the fact that many of the words we use everyday are of foreign origin and were integrated into our own everyday vocabulary. The following lists are examples.

DUTCH	FRENCH	GERMAN	ITALIAN
coleslaw	adieu	sauerkraut	a Capella
waffle	a la carte	frankfurter	alto
yacht	table d'hote	silly	ballerina
stocker	ballet	kindergarten	pizza
klomp	beau		
	cadet		
	cafe		
	chef		

SPANISH	SCANDANAVIAN	LATIN	RUSSIAN
biblioteca	kink	ad infinitum	vodka
chile	knapsack	alumunus	borsch or borscht
chinchilla	kid	alibi	balalaika
patio	flounce	bona fide	
canoe		cart blanche	
hammock		halo	

MISCELLANEOUS

caftan (Turkish)
cheetah (Hindu)
circus (Greek)
horoscope (Greek)
idiot (Greek)

The students can either be given a list of words that I have made up or they can be asked to list a certain number under each country. The number would depend upon the ability of the students.

A group could work together to develop the list and make up a game similar to the game of Concentration. The name of each country is printed on a card. These cards are laid across the top of a table, word side up. The words are printed on other cards and placed in a pack, word side down. Each player draws a card from the pack and places it under the correct country. You could have an answer sheet available, but I think it would work best for me to have one student check answers (from sheet) and also to help monitor rule keeping. The group could make up their own rules.

PEOPLE NAMES

Another idea I thought of was to make use of words which were people's names and have become a part of our language. I didn't refine the idea, but some words I thought of, some I pulled from the unabridged dictionary and some I found in a "neat" book in the reference room. It was Human Words, The Compleat Unexpurgated Uncomputerized Human Wordbook, by Hendrickson.*

Students could make a list to see who could find the most, or perhaps I will be able to come up with a good idea when I have time to work it out. Anyway, I found it fun to work on the following list:

1. Gibberish - Derived from Geger, the name of an Arabian alchemist of the eleventh centruy, who wrote in jargon to avoid a penalty by the government.

2. Levis - Levi name of man who designed them.

3. Bloomers - Designed and first worn about 1850. But a feminist of the day, Alelia Jenks Bloomer defended the wearing of them.

*Robert Hendrickson, Human Words, the Compleat Unexpurgated Uncomputerized Human Wordbook. Chilton, 1972. $9.95.

4. Listerine - Joseph Lister, first Baron Lister, famous for founding antiseptic surgery.

5. Beef Stroganoff - Count Paul Stroganoff, 19th century Russian diplomat.

6. Zinnia - Johann Gottfried Zinn, German botanist and physician.

7. Sandwich - Earl of Sandwich who did not take time away from his gambling, but put a piece of meat between slices of bread and ate it at the gambling table.

FAIRY TALES . . . AND CHILDREN

Allaire Hazen
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PURPOSE:

He [the child] needs . . . a moral education which subtly, and by implication only, conveys to him the advantages of moral behavior, not through abstract ethical concepts but through that which seems tangibly right and therefore meaningful to him.

Bruno Bettelheim

OBJECTIVE:

1. To develop a systematic approach to introducing students to fairy tales.

2. To coordinate the Ginn 360 reading program and the fairy tale collection.

3. To have students know where the fairy tale collection is located.

4. To use fairy tales to help children improve their personal self-image.

ORGANIZATION:

1. Large group activities -
   - .Storytelling of a well-known and a relatively unknown fairy tale
   - .Reading a fairy tale book and sharing illustrations
   - .Telling a fairy tale with a guitar accompaniment
   - .Sharing with a flannel board
   - .Using a commercially prepared sound filmstrip or 16mm film

2. Small group activities -
   - .Prepare a pantomime or dramatization and videotape
   - .Produce a "book"
   - .Plan and develop a sound filmstrip for "known" fairy tale or for an original

3. Individual -
   - .Have students write riddles about fairy tales for each other
   - .Use prepared riddles and have students solve, perhaps match with illustrations
   - .Finish a fairy tale which has been started - could be tape recorded
   - .Have problem and possible solution cards and have students mix and match
   - .Use commercially prepared sound filmstrip and/or cassette tapes

CORRELATION:

1. Reading
   - .Almost every level of Ginn 360 has a unit on fantasy and/or folklore; selected fairy tales would be introduced to the entire room when the first group was studying that unit (rooms are arranged by reading groups). A follow-up would be by small group and individual activities prepared for use in the learning center and/or the classroom.

2. Art
   - .A mural of fairy tale characters
   - .Illustrations for personal books
   - .Storyboard for filmstrip
   - .Costumes and/or sets for dramatization
   - .Illustrate fairy tale they have only heard

3. Music
   - .Folk music from appropriate country
   - .Operetta, i. e. Hansel and Gretal
   - .Select and/or write background music for sound filmstrip
   - .Use folk music as background for pantomime

4. P. E.
   - .Folk dances
   - .Modern dance techniques and movements (simple) to develop pantomime

5. Social Studies
   - .Select fairy tale that originated from country or area currently being studied
   - .Compare and contrast several similar tales, i. e. The Runaway Pancake, The Bun, The Roly-Poly Cookie, The Gingerbread Boy

A child given to fantasizing is - more original and creative, better able to face solitude and inaction, less given to open acting out of aggressive drives, and more compassionate.

Zilpha Keatley Snyder

IDEAS FOR INTEGRATING LIBRARY SKILLS INSTRUCTION WITH
CLASSROOM ASSIGNMENTS ON A JUNIOR HIGH LEVEL

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EXPLORING THE WORLD OF WORK
A Short Unit Taught by the Guidance Counselor and the Librarian

LIBRARIAN'S OBJECTIVES:

1. To provide a wide variety of media, both print and non-print, which will acquaint students with as many job opportunities as is possible and to display these materials in stations around the IMC.

2. To instruct students, where necessary, in the use of these materials.

TEACHER'S ASSIGNMENT:

Look through the vocational materials on display in the IMC and select three careers that interest you. Using books, films and/or recordings, or briefs from the career files, complete a job description sheet for each occupation. Then pick one of the career choices you made and complete the assignment by doing one of the following things:

1. Make a collage illustrating the kind of work you might do on the job (The IMC has a collection of old magazines you may cut up, also paper, scissors, and paste).

2. Interview someone who works in the field of your choice and write a few paragraphs about what you learned.

3. Read a book, either fiction or non-fiction, about a person whose life corresponds with your vocational goal. Write a short summary of the book, telling what you learned about your vocation.

You will have two weeks in which to complete this assignment.

TEAM-TEACHERS' RESPONSIBILITIES:

1. The librarian will set up stations to display vocational materials.

2. The librarian will instruct students in the use of the two files of career briefs: CISI (Career Information Service of Iowa) and Chronicle Guidance File of Vocational Materials.

3. The teacher will interpret the assignment to the students and answer any questions regarding the job description sheets to be completed or the additional activities suggested.

4. Both librarian and teacher will assist students where necessary to find books and other materials to complete the assignment.

Suggested grade level: 7-9

Learning Stations for Exploring the World of Work

1. Sound Filmstrips -- Keys - Career Exploration. (SRA), 1972.
   Describes vocational clusters.
   Ten cassettes and filmstrips are available. If room permits, more than one projector can be set up. Small groups may view.

2. Sound Filmstrips -- Fascinating World of Work Career Awareness Series. (National Career Consultants, Inc., Dallas, Texas).
   Describes vocational clusters.
   16 filmstrips and cassettes provide viewing/listening possibilities for more than one student.

3. Sound Filmstrips -- Job Opportunities Now. (SVE).
   Describe specific occupations.
   Consists of filmstrips and records.

4. Job Experience Kit. (SRA).

5. General Reference Books such as:
   Concise Handbook of Occupations. Costello and Wolfson, Ferguson, 1974.
   Dictionary of Occupationsl Titles. 2 volumes, GPO, 1965.
   Encyclopedia of Careers and Vocational Guidance. 2 volumes, revised 3rd edition, William E. Hopke, Ferguson, 1975.
   Occupational Outlook Handbook. GPO, annual.

6. A collection of books dealing with specific vocations, as many as are available in the IMC or which can be borrowed from the Area Educational Agency.

7. The Chronicle Guidance File.

8. The CISI File.

In addition to the stations, posters, bulletin board displays, or symbols of jobs may be placed around the room. For this unit the librarian might set aside one end of the IMC as the display/work area and make it available during class sessions as well as other times during the day when students may come to the IMC from the study hall.

NAME _____

JOB DESCRIPTION SURVEY

Job _____

Duties performed _____

_____

_____

Education or Training required _____

_____

Helpful high school courses _____

Physical abilities needed _____

_____

Mental abilities needed _____

_____

How do you enter the field? _____

Median salary _____

Promotional possibilities _____

Advantages _____

_____

Disadvantages _____

_____

INTRODUCING A FAMOUS PERSONALITY

LIBRARIAN'S OBJECTIVES:

1. To make speech students aware of the biographical materials available in the media center.

2. To assist students in a class group who have come to the IMC to fulfill a speech assignment.

TEACHER'S ASSIGNMENT:

Prepare a speech of three to four minutes length in which you introduce a famous person to an audience. You may select a person who is living now, or you may introduce an important personality of the past as if he or she were alive today. Use biographical references or encyclopedias from the IMC to supply you with pertinent facts about this person's life.

PROCEDURE:

The librarian will spend a few minutes with the class group when they first come to the IMC. She begins by showing the portion of the sound filmstrip entitled The Reference Library (Eyegate) which deals with biographical references. Prior to receiving the class in the IMC, the librarian has pulled from the shelves the books mentioned in the film and has placed them within easy viewing distance from the class. After seeing the film, students will be shown the books which are on display. The librarian will call attention to other biographical books and materials which are available and will show where they are located. She will also mention the encyclopedias which also provide good biographical data.

Since some students may desire to introduce a contemporary personality such as a member of a rock group, a TV star, or an individual currently in the news, the librarian will point out the value of checking recent periodicals for biographical information. A quick review of the procedure for using the Abridged Reader's Guide is presented by means of transparencies. The formal part of the lesson concludes with a reminder of how to prepare a call slip with information from the Reader's Guide.

At this point the students are turned loose to search for information. Once the introductory speeches have been prepared, students may use cassette recorders in the IMC to record their speeches, time them, and evaluate the contents and delivery.

Suggested grade level: 7-8

9th GRADE ENGLISH MEDIA PROJECT

LIBRARIAN'S OBJECTIVES:

1. To work together with the classroom teacher to plan a media project using books, photography, and recordings.

2. To provide materials and equipment for students to use to fulfill the assignment.

3. To instruct students in the use of indexes and to find materials related to their project, to teach students how to use the Visualmaker and recorders, and to assist them in assembling the various parts of their projects.

TEACHER'S ASSIGNMENT:

Read a book or select a topic in which you are interested and are willing to explore to some depth. Upon finishing the book or research topic, decide what you want to convey through your slide-tape presentation. You may:

1. Show the emotional impact the book or character(s) had on you.

2. Center your pictures and script on highlights of the story.

3. Trace the development of a character in the story.

4. Point up some things you learned that would be worthwhile sharing with others.

These steps will be followed in developing this project:

1. Select your book to read or topic to study. If you choose a book, you will probably want to jot down such items as setting, mood, characters, main ideas of the plot, etc. In the case of a topic, you will need to take careful notes on pertinent facts and ideas.

2. Once finished with the book or research project, you must decide what message you will bring through your presentation.

3. Try to think of the kinds of pictures, drawings, or diagrams you will need to convey your message, then write out the script you will read to accompany the slides you will produce. Make notations on music or sound effects you feel will add to your presentation. You will assemble these ideas on a storyboard. (The storyboard is explained on a handout)

4. Search for pictures, music, etc. Arrange a meeting with the librarian to learn how to use the Visualmaker and review the use of the tape recorder.

5. When your slides are ready, make your recording and assemble your materials.

6. Share your presentation with the class.

PROCEDURE:

The librarian stands ready to give reading guidance or suggestions to those students who decide to read books or assistance to those desiring to do research on topics in preparation for this media project. Review of note-taking skills is done on a one-to-one "need" basis.

The teacher takes over at this point until students are ready to search for pictures, diagrams, music, or sound effects to use in their projects. Here the librarian can assist students by acquainting them with the picture file, the National Geographic Indexes, etc. for finding illustrations. Students are encouraged to look through the record collection in the IMC for suitable music.

Once the storyboards are completed and all pictures and music located, students receive instruction in the use of the Visualmaker. Instruction is in the IMC and students assist the librarian in teaching the skills necessary for use of the Visualmaker and the recorders.

Completed projects are shared in the classroom and the best packets are added to the IMC. Students probably need four to six weeks to complete such a project.

LIBRARY SKILLS ACTIVITIES

Jane M. Carlson
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Carroll, Iowa 51401

These library skills activities were written to correlate with the new social studies textbook, People and Our Country (Benefic Press, 1976), that will be used next school year by 5th grade students at Fairview Elementary School, Carroll, Iowa. The objectives of the activities are as follows:

ACTIVITY: I Have Your Number, Columbus!

OBJECTIVE: To review the meaning of "biography" and how biography books are classified.

ACTIVITY: Hank Aaron Leads the Way

OBJECTIVE: To review the arrangement of biography and find a biography book in the media center.

ACTIVITY: How Do You Say "Onondaga?"

OBJECTIVE: To practice using the pronunciation key in a dictionary and learn to correctly pronounce the names of Indian tribes which appear in the first chapter of the text.

ACTIVITY: Exploring with Estevanico

OJBECTIVE: To practice using two sources of information, the encyclopedia and the atlas, and showing what has been learned by locating and labeling places on an outline map.

I HAVE YOUR NUMBER, COLUMBUS!

A biography is a book about a person's life. Your social studies textbook, People and Our Country, tells the story of our country biographically. This means that you will study American history by learning about famous people who discovered, explored, and settled the United States, and who made it a good place for you to live.

Sometimes you will want to know more about these famous people than your text tells you. More information is available in the biographies in the media center, but first you need to learn about the call numbers that are given to biography books so that you can easily find the one you want. Here is a game that will help you learn.

RULES:

1. The call number given to a biography book in our media center is 92.

2. Next, letters are added to the call number. These letters are the first three letters of the last name of the person the book is about.

   EXAMPLE: The call number for a biography about Columbus is:
   92
   Col

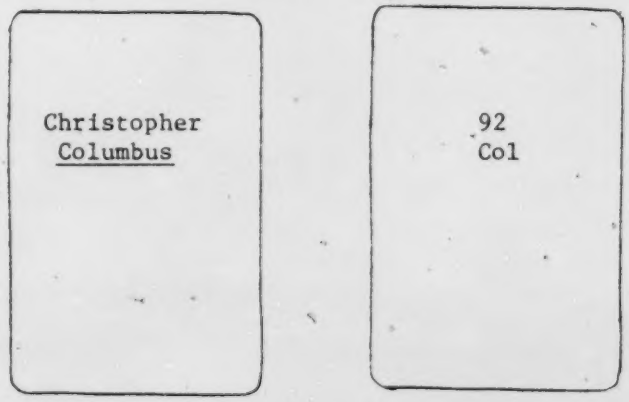
   Remember, 92 stands for "biography," and Col stands for "Columbus," the person's last name.

3. There are 20 pairs of cards in this game. Four people may play the game.

4. In each pair of cards, there is a card with the name of a person on it. The last name of the person is underlined.

   The second card in each pair shows the call number for a biography about this person.

   EXAMPLE:



5. The object of the game is to collect as many pairs of cards as you can, just as in the game "Old Maid."

6. The "Old Maid" in this deck of cards is called "Pinta." It is a drawing of one of Columbus' ships. Nothing matches with "Pinta" in this biography game because a biography is only about a person. A book about a ship cannot have a 92 call number.

7. One person should shuffle and deal out the cards. Each of the four players should have ten cards in his hand.

8. Look at your cards. If you have any pairs of names and call numbers that go together, take them out of your hand, show them to the other players, and then turn them face down in a pile near you.

9. The player to the dealer's left should draw one card from the dealer's hand. If it makes a set with any of the cards he is holding in his hand, he should show the set to the other players and then turn the cards face down in a pile near him.

10. Continue playing in this way around the table with each player drawing a card from the person on his right. The game is over when all of the sets have been made and one person is left holding the "Pinta."

SCORING: Each set of cards which a player collects is worth one point.

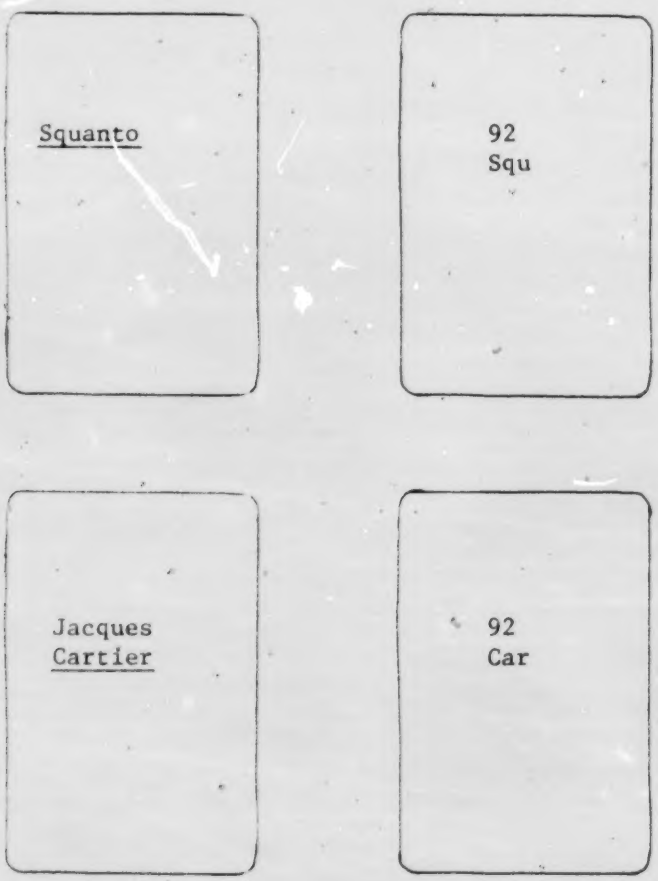
EXAMPLE: 5 sets of cards = 5 points.

EXTRA POINT: The set of cards for Columbus is special in this game. As soon as a player gets the cards to make a set for Columbus, he should say "I have your number, Columbus!" and receive one extra point.

EXTRA POINT: The player who first uses up all of his cards and has none left in his hand will receive one extra point.

LOSE A POINT: The player who holds the "Pinta" card at the end of the game will have a point subtracted from his score.

CARDS FOR THE GAME: Twenty pairs of cards should be made following the format shown below. Also, make one card with a ship, such as Columbus sailed, sketched on it to be the "Pinta" card.



HANK AARON LEADS THE WAY

You have learned that the call number of a biography book is 92 plus the first three letters of the last name of the person the book is about. The 92 books are then arranged alphabetically according to these letters that are on their spines.

EXAMPLE: A book about Hank Aaron leads the arrangement of biography books in our media center. It has the call number 92 Aar and comes first because we don't have any 92 books with letters that come alphabetically before "Aar." Other call numbers that start with "A" follow this biography.

After books about people whose names begin with "B," you might find biographies about Columbus (call number 92) and Davy Crockett (call number 92 Col). How are biographies arranged when the names begin with the same letter Cro? We must alphabetize by the second letter. The letter "o" in "Col" comes alphabetically before the letter "r" in "Cro."

SOMETHING FOR YOU TO DO: See how good your "A-B-C batting average" is in this activity.

1. There will be two people on a team, so get another person to join you.

2. Play against another team of two people.

3. Sort out the cards from the biography game so that you will use only the ones with call numbers on them

4. Shuffle these cards and divide them between the two teams. Each team should have ten cards to work with.

5. Work with your partner and line up the famous "stars" in a collection of biography books, putting the call numbers in alphabetical order.

6. When both teams have finished, each team should check the line-up done by the other team to make sure it is correct.

THEN DO THIS:

1. Think of a biography "star" you might like to read about.

2. Look up the person's name in the card catalog to see if the media center has a book about him or her. (Remember to look up the <u>last</u> name of the person!) Look at the call number on the catalog card.

3. Locate the 92 books in the media center. HINT: They come after the books that are numbered 920. Then try to find the book you want by following the A-B-C order of the letters on the spines.

IF YOU HAVE TIME:

1. Find a 920 book. It will be on the shelves before the 92 books. A book with a 920 call number is a different kind of biography book.

2. Look at this book's table of contents. Explain to Miss Carlson how a 920 book is different from a 92 book.

HOW DO YOU SAY "ONONDAGA?"

PART I: USING A PRONUNCIATION KEY

The dictionary tells you how to say the words you look up. Suppose you look up the word "Indian." The way to say "Indian" follows the word and is shown in this way: in' dē ən. These letters are symbols for sounds. In order to understand the symbols and know how they sound, you must look at the PRONUNCIATION KEY. This is usually found at the bottom of every right-hand page in the dictionary, or sometimes it is found at the very back of the dictionary.

SOMETHING FOR YOU TO DO:

1. Get a dictionary in the media center.

2. Find a PRONUNCIATION KEY.

3. Write the word which is used in the KEY to show you the sound of each of these symbols:

(The first one is an example.)

SYMBOL	HAS THE SOUND OF THE SAME LETTER IN THIS WORD
ā	āge
ärr	
e	
ô	
ü or o͞o	
zh	
ə	

4. Now say the sounds of these symbols to Miss Carlson. She will tell you if you are correct or help you if you need it.

PART II: SAYING THE NAMES OF INDIAN TRIBES

In Chapter 1 of your textbook, you will find the names of these Indian tribes:

Pueblo	Algonkian
Iroquois	Onondaga
Dayuga	Seneca
Oneida	Tuscarora

SOMETHING FOR YOU TO DO:

1. Choose a partner.

2. Each person should get a dictionary.

3. Take turns looking up the names of the tribes given above.

4. Using the PRONUNCIATION KEY in the dictionary, learn to say the names of the tribes you look up.

5. When you think that both of you know how to say the names, tell Miss Carlson, and she will listen to you. When both of you say the names correctly, you have finished this activity.

EXPLORING WITH ESTEVANICO

In Chapter 1 of your book, you were introduced to Estevanico, a black man who was an early explorer in our country. In the following activity you will follow him in his travels and learn more about him.

HERE IS THE ROUTE YOU SHOULD FOLLOW:

1. Read about Estevanico in The World Book Encyclopedia.

2. Find an atlas in the media center. You will need to use it along with the encyclopedia.

3. Complete the activities in the next list which have a * by them. These are the only ones that everyone should do.

4. It is not required that you do this, but if you want an extra challenge, you may do any or all of the other activities in the list. If you do them all, you will complete the entire trip with Estevanico and know his story very well.

MAP ACTIVITIES: (Use the blank map which you were given)

* 1. Fill in the blanks in the sentences at the top of your map.

2. Find the two countries that you just named on maps in your atlas. HINT: Use the index of the atlas to find what pages to look on for maps of these countries. When you have located them, show them to Miss Carlson.

3. Estevanico sailed with an expedition of five ships. When they reached SANTO DOMINGO in the country which is now THE DOMINICAN REPUBLIC, they stopped to rest and to enjoy fresh fruits and fresh water. Label this country on the map. Put a dot where SANTO DOMINGO is, and label it.

4. When the ships went back to sea, a great hurricane near CUBA destroyed some of them. Label Cuba on the map.

* 5. Locate the state in our country where Estevanico landed in 1528. Write the name of it on the map and outline it in yellow.

6. Locate the bay in the state where Estevanico landed. Label it.

* 7. Many men died of illness or were killed by Indians when they explored in this state. The rest of the men decided to sail along the coast toward the west. Label the body of water in which Estevanico was sailing. HINT: It is west, or to the left, of the state you just labeled on the map.

A storm wrecked this ship, too. Only four men made it back to land. Estevanico was one of them.

* 8. Back on land again, the men were captured by Indians. Label the state where Estevanico was captured and outline it in orange.

* 9. Estevanico escaped to the large country which is south (or down) from the state where he was captured. Label it.

10. He lived in the city that is the capital of that country today. Draw a dot on the map to show where the city is and label it.

*11. Years later, Estevanico joined an expedition in search of the Seven Cities of Cibola. He hoped to find a lot of gold and become rich.

As he searched, he explored two more states that are in our country today. Label these states on your map and outline them in green.

12. Read about Cibola in <u>The World Book Encyclopedia</u>.

Locate the town which stands today in the area where the Seven Cities of Cibola were located. Draw a dot on your map to show where the town is and label it.

Estevanico was killed here by Indians.

13. A town that is also in this area has the same name as the tribe of Indians who lived in the cities of Cibola. Locate it by drawing a dot on your map, and write its name there.

14. A FINAL CHALLENGE FOR YOU: Draw a red line to show how Estevanico might have travelled to all of the places that you put on your map.

*15. Now write on your map the name of the state where you live. Outline your state in blue.

Exploring with Estevanico

Estevanico was born in _____ , North Africa in 1500.

He sailed from the the country of _____ in 1527.

Key for Instructor

Arizona - N. Mexico (Green) - - - - - - - -

Florida (Yellow) ~~~~~~~~~~~~~~~~~~

Texas (Orange) ››››››››››››››››

Iowa (Blue) ▯▯▯▯▯▯▯▯▯▯▯▯▯▯

Estevanico's Route (Red) ▬▬▬▬

USE THE CARD CATALOG: (Something for everyone to do)

1. There is a fiction book about Estevanico in our media center. Try to find a card for it in the card catalog. Write the author, title, and subject of the book as it is given on the card.

   AUTHOR: _____

   TITLE: _____

   SUBJECT: _____

   (The Subject will be printed on the card in all capital letters).

2. Look at the call number on the card. Find the book in the media center.

THE MAKING OF A BOOK

Harriett Nielson
Clear Creek Elementary K-4
Oxford, Iowa 52322

As a follow-up activity for an art emphasis week that our school had, one fourth grade teacher decided to give her students the opportunity to try Ezra Jack Keats method of "marbling". They first watched a film* from our AEA about Keats and how he goes about writing and illustrating a book. I volunteered to give her a hand with the supervision of the "marbling" and the results were great! The kids made at least three pictures apiece. They were so enthused with the variety of their results it was hard to make them stop!

When the papers were dry, the teacher said to me, "Now what do I do with them?" I suggested that one paper could be used for the cover of a book and away we went!

She wanted to teach a poetry unit in her language arts program, so we decided to have the kids produce a book of their original poems.

The students used their card catalog skills for aid in finding the poetry books in our library. We ordered several more books from our AEA and exposed the students to as much poetry as we thought they could absorb before having them write poems of their own. They chose their "best" poem and put it on a master for duplication. Then every dhild had the other student's poem for his own book.

We made a title page for their book reviewing the information one held. Then we were ready to put it together.

We used How to Make Your Own Books by Harvey Weiss as a guide for construction of the book as well as a few "trial and error" techniques!

Every child sewed his own book together. They backed the "Keats marbling" paper with a light weight cardboard and used decorative paper for the end sheets to cover the cardboard inside.

In order to balance the number of pages for the poems, we ended up with three or four blank pages at the end of the book. The students used these for autographs of their classmates, friends and teachers.

The students were very pleased with their books. We had some nice comments from parents, too. We plan to continue this project next year and another teacher has expressed the desire to have her class make a book too.

We had a lot of fun and learned a lot, too. I think it helped us all to appreciate more the struggles of a real author/illustrator.

*The film used was called "Ezra Jack Keats". In it, Keats shares the city he knows and shows how he paints his world into his books. The film concludes with a rendition of A Letter to Amy.

TEACHING THE CARD CATALOG

Carol Doerges
Klemme Community School
Klemme, Iowa

PRIMARY OBJECTIVES:

1. To discover the card catalog and its arrangement.

2. To recognize the three main types of catalog cards.

3. To acquaint children with the information found on catalog cards.

BASIC OUTLINE:

I. Slide-sound presentation used as an introduction to the card catalog. (self-produced and narrated)

   A. Location
   B. Purpose
   C. Arrangement
   D. Brief explanation of call numbers and catalog cards

II. Short alphabetizing activities for general review--more emphasis and practice if needed.

III. Finding the right catalog drawer to use (worksheet and discussion)

IV. Inside guides (worksheet and discussion)

V. Author card (filmstrip and worksheet)

VI. Title card (filmstrip and worksheet)

VII. Subject card (filmstrip and worksheet)

Long Filmslide Service
El Cerrito, California
$24.00

VIII. General review of three types of catalog cards.

   A. Transparencies (self-produced or DCA Educational Products, Inc.)
   B. 36" x 24" catalog card poster with title and subject tabs
   C. Cake board activity

IX. Call numbers (study sheet)

   A. Fiction
   B. Non-fiction

X. Flash card activity (for review of call numbers)

XI. Hands-on practice in arranging books on shelves

A. Fiction
B. Non-fiction

XII. Parts of the catalog card (worksheet)

A. 36" x 24" catalog card with title and subject tabs
B. Three Catalog Cards on Tagboard Activity
C. Scavenger Hunt
D. Crossword Puzzle
E. Tag-team Relay

FILMSTRIPS TO PREVIEW FOR POSSIBLE USE

Your Library, a Treasure Chest, SVE

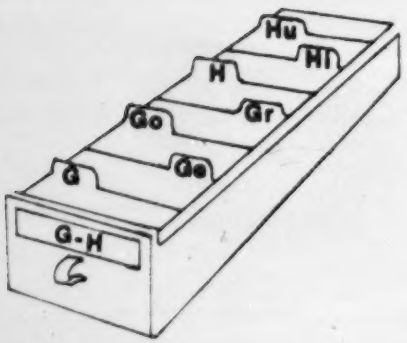
Introduction to the Card Catalog, Eyegate

EXPLANATIONS OF ACTIVITIES AND WORKSHEETS LISTED IN BASIC OUTLINE

Finding the right catalog drawer to use

Using the card catalog here, which is like the one in our library, tell the number of the drawer in which you would find the following:

TITLES	DRAWER LABEL	AUTHORS	DRAWER LABEL
Old Yeller	_____	Betsey Byars	_____
The Blue-Nosed Witch	_____	Ann Emery	_____
Baseball Flyhawk	_____	Richard Church	_____
Policemen	_____	E. B. White	_____
Dinosaurs	_____	Fred Gipson	_____
The Red Balloon	_____	Martin Iger	_____



Using the drawer shown, write the letter or letters of the inside guide which would help you find the name, subject, or title below. Remember to skip the A, An, and The at the beginning of titles. The underlined part can be used in finding the right guide card. The first one is done for you.

GUIDE		GUIDE	
H	The Happy Toad	_____	Ruth Granger
_____	The Green Dragon	_____	Geese

etc.

The next ones do not have an underlined part. Which inside guide would help you?

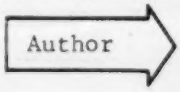
GUIDE		GUIDE	

etc.

36" x 24" CATALOG CARD POSTER WITH TITLE AND SUBJECT TABS

Make a giant catalog card 36" x 24". Use the author card form. Make two strips: one with the title printed on it and one with the subject heading printed on it. When these strips are paper-clipped to the top of the card, they change the author card into a subject card or into a title card.

Make a set of arrows, one for each of the following:



Author
Title
Illustrator
Publisher
Call number
Copyright date
Subject

These can be taped to your chart when pointing out the various parts of the card.

CAKE BOARD

Have students use the card catalog to match authors (wedges) and titles (clothespins). Try having authors with several titles clipped to their wedge.

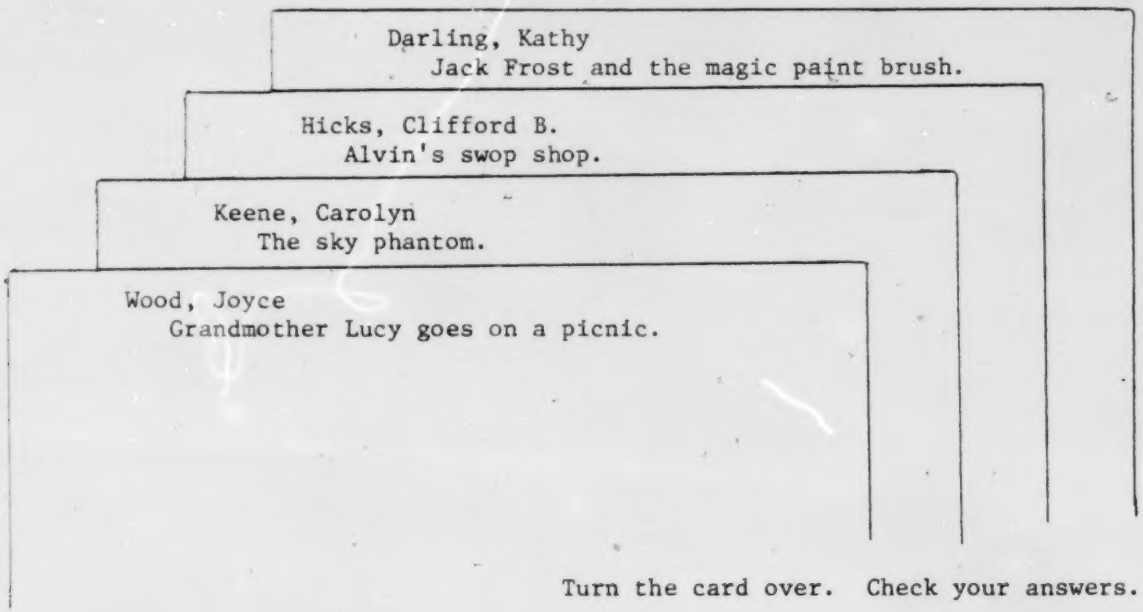
FLASH CARD ACTIVITY

On one side of flash cards have the titles and authors of fiction books. The student must then give you the call number that corresponds with that book.

This would also work for non-fiction if you ask only for the general category.

This would also work for biographies.

Find the call number. Write it on your own paper.



Turn the card over. Check your answers.

THREE CATALOG CARDS ON TAGBOARD ACTIVITY -- FOR LEARNING CENTERS

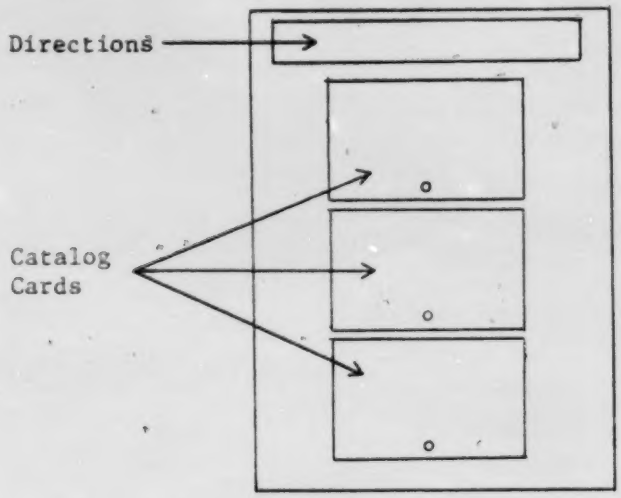
Select three old catalog cards, one each for an easy or picture book, fiction book, and a non-fiction book--of these, one should be a title card, one an author card, and one a subject card.

Duplicate the following directions to be pasted at the top of the tagboard card:

For each card answer these questions:

1. What kind of card is it?
2. Who is the author of the book?
3. What is the title of the book?
4. What is the book's call number?
5. In what section of the library would you find this book?

Below the directions on the 9" x 12" tagboard, mount the three catalog cards.



Answer sheet that accompanies

Directions: Answer 5 questions about each card.

Card No. 1

1. _____
2. _____
3. _____
4. _____
5. _____

Card No. 2

1. _____
2. _____
3. _____
4. _____
5. _____

Card No. 3

1. _____
2. _____
3. _____
4. _____
5. _____

SCAVENGER HUNT

MATERIALS NEEDED:

1. Stop-watch
2. Lists of items and questions to find - one list for each group
3. Prize for the winners

OBJECT:

Students find books on shelves and answers to questions using the card catalog.

METHOD:

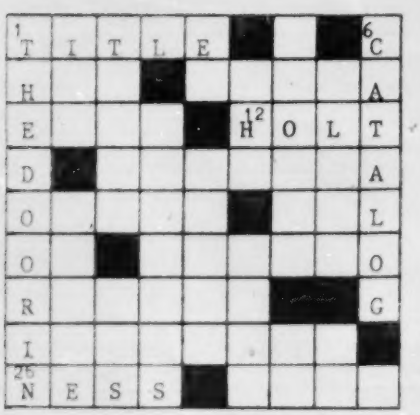
Divide class into groups of five. Time each group; the group that takes the shortest time wins. (This insures that only one group will be at the card catalog at the same time. After awhile they learn that teamwork pays off.)

SAMPLE LIST FOR SCAVENGER HUNT:

1. Who is the author of the book The Little House?
2. Who published the book Ginger Pye?
3. How many pages does the book Caddie Woodlawn have?
4. What book did Walt Morey write?
5. Find the call number for the book Pocahontas and Her World by Philip L. Barbour. Then go to the shelves, get the book, and hand it in with your answers.

CROSSWORD PUZZLE

Make a crossword puzzle for answers obtained by using the card catalog.



ACROSS

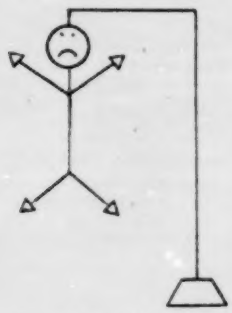
1. A type of catalog card
12. Publishers of Thimble Summer
26. Author of Sam, Bangs, and Moonshine

DOWN

1. Book by de Angeli ___ ___ ___ the Wall.
6. The "Key" to the library, the card _____

EXTRA LIBRARY GAMES AND ACTIVITIES TO USE DURING "DRY" PERIODS

1. Hangman With Library Terms - One student thinks of a library term and makes enough spaces for its letters; the other student guesses letters that may be in the word; when he gets one right the first student fills in the letter; when he gets one wrong the first student fills in part of the person's body under the hangman's noose. Game proceeds until student is completely hung (eleven body parts) or guesses the word. Then students change jobs.



c a r d c a t a l o g

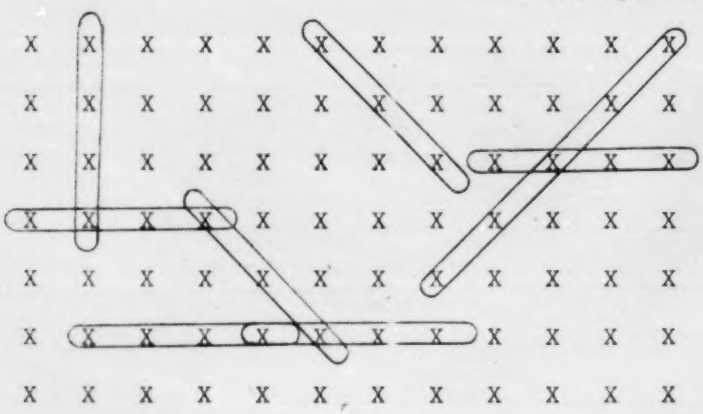
2. Medialand - Board game in which students try to complete the tour around the library first, throwing dice and doing what it says to when they land on the squares. Plan of game appears on page 33.

3. Scrambled Library Terms - tardogclaca --- card catalog
okbo ---------- book
velhess ------- shelves
etc.

4. Hidden Library Terms in Sentences:

Examples: In the haunted house the ghost yelled, "Boo, kid!"
The lady had a scar, dimple, and blemish on her face.
The impish elf scuddled through the forest.

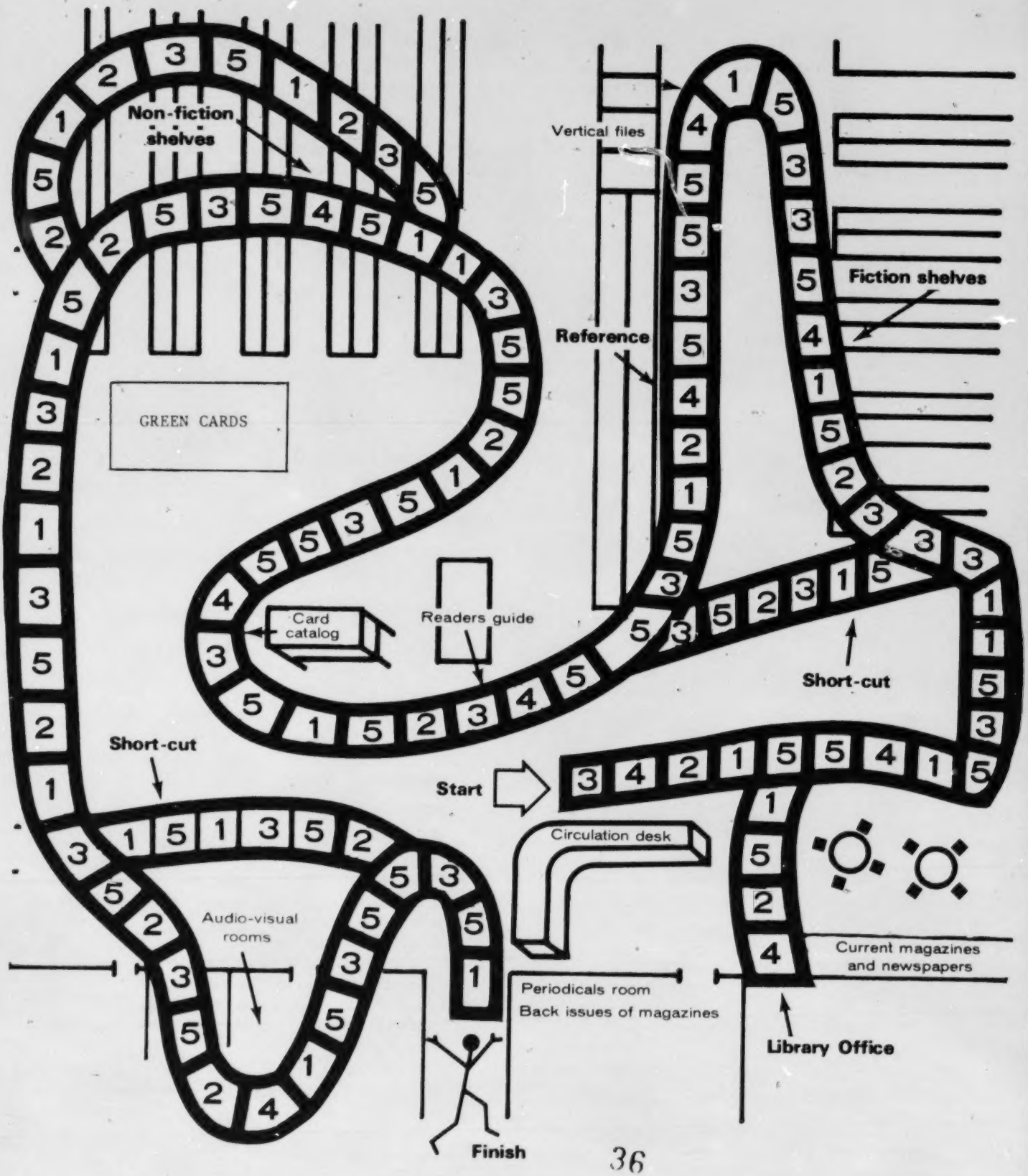
5. Hidden Library Terms Puzzle - find them written forward, backward, horizontally, vertically, and diagonally



(X's represent letters of the alphabet)

6. Tag-Team Relay: Divide the class into two teams. Have prepared on 3 x 5 cards, questions that can be answered from catalog cards. Give one card to each student. The first person from each team goes to the card catalog, looks up his answer, goes to the librarian to see if it is correct, then goes back to his chair. As soon as he sits down, the second person on his team goes to the card catalog and does the same. The game proceeds until one team has answered all their questions correctly. (It will help the librarian if the cards are numbered and she has a numbered list of the answers to check when the students come to her.)

Library Game : Medialand



LIBRARY GAME: MEDIALAND

Prepare an enlarged sketch on heavy tagboard or cardboard using a diagram of your own library or media center. Color sections according to chart, filling in with statements listed below and additional ones pertinent for your center.

Note that red spaces provide a penalty, yellow spaces a reward. Green spaces require development of a set of cards with further instructions. Markers for the players and dice or a spinner complete the game.

#1 - Red Space

.Book late, go to library office to pay
.Didn't reshelve book, lose 1 turn
.Can't use vertical file, go to beginning for explanation
.Overdue book, go to circulation desk
.Can't use Readers' Guide, lose 1 turn
.Need help with Dewey Decimal, take long way
.Dropped books from stack, lose 1 turn
.Go back to learn how non fiction books are shelved
.Mishandled record, go back 10 spaces
You were noisy and disturbed others, lose 1 turn

#2 - Green Space

.Draw a card

#3 - Yellow Space

.Jump ahead to read a magazine
.Take short cut
.Read two books, go ahead 2 spaces
.Found a book by using call number, take extra turn
.Used reference materials, go ahead 2 spaces
.Can use an atlas, go ahead 3 spaces
.Used Readers' Guide, go ahead 4 spaces
.Know title, author, subject cards, take extra turn
.Read a biography, go ahead 3 spaces
.Jump ahead to listen to a tape
.Take short cut
.Used record player correctly, go ahead 1 space
.Jump ahead to view a filmstrip

#4 - Blue Space

.Circulation desk
.Library office
.Magazines
.Fiction shelves
.Vertical files
.Reference
.Readers' Guide
.Card catalog
.Non fiction shelves
.AV rooms

#5 - White Space

.Look for Time Magazine
.Smile at a friend
.Relax and read a magazine
.Read today's newspaper
.Look for a fiction book
.Help a friend find a book by Laura Ingalls Wilder
.Find a pamphlet on Canada
.Browse through an Encyclopedia
.Use an Almanac
.Find a map of Iowa in an atlas
.Use a dictionary
.Browse the library
.Found title card for Old Yeller
.Relax
.Found books about space
.Call number for book about Lincoln is B Lin
.Found Dinosaurs
.400's are Languages
.300's are Social Sciences
.Stop and look at a display
.Viewed a film loop
.Used overhead projector to view transparencies
.Help a friend
.Read the bulletin board
.Check out a book